

What drives students toward ChatGPT? An investigation of the factors influencing adoption and usage of ChatGPT

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Abstract

Purpose

The purpose of this paper is to identify the factors determining students' attitude toward using newly emerged artificial intelligence (AI) tool, Chat Generative Pre-Trained Transformer (ChatGPT), for educational and learning purpose based on technology acceptance model.

Design/methodology/approach

The recommended model was empirically tested with partial least squares structural equation modeling using 375 student survey responses.

Findings

The study revealed that students have a favorable view of the instructional use of ChatGPT. Usefulness, social presence and legitimacy of the tool, as well as enjoyment and motivation, contribute to a favorable attitude toward using this tool in a learning environment. However, perceived ease of use was not found to be a significant determinant in the adoption and utilization of ChatGPT by the students.

Practical implications

This research is intended to benefit enterprises, academic institutions and the global community by offering light on how students perceive the ChatGPT service in an educational setting. Furthermore, the application enhances confidence and interest among learners, leading to improved literacy and general awareness. Eventually, the outcome of this research will help AI developers to improve their product and service delivery, as well as benefit regulators in regulating the usage of AI-based bots.

Originality/value

Due to its novelty, the current research on AI-based ChatGPT usage in the education sector is rather restricted. This study provides the adoption aspects of ChatGPT, a new AI-based technology for students, thereby contributing significantly to the existing research on the adoption of advanced education technologies. In addition, the literature lacks research on the adoption of ChatGPT by students for educational purposes; this study addresses this gap by identifying adoption determinants of ChatGPT in education.